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ABSTRACT

Intended for primary school teachers involved in social studies instruction, this paper offers guidelines for selecting and using children's literature to teach social studies concepts. The paper first deals with selecting children's literature works, presenting basic considerations relating children's developmental stages to characteristics of children's literature. It then outlines criteria for evaluating books suitable for primary grade social studies, including characterization, dialogue, plot, theme, and conflict. The remainder of the paper presents three organizational patterns that involve the use of children's literature in the teaching of primary grade level social studies (book lists are included): (1) area study, which makes use of historical fiction, folklore, biographies, and wordless picture books; (2) problems approach, focusing on themes such as ecology, urban environment, and life problems; and (3) worldmindedness, using fiction describing history, geography, and life in different countries. (HTH)

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Teaching Social Studies in the Primary Grades with Children's Literature

Ann H. Stoddard

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Teaching Social Studies in the Primary Grades
with Children's Literature

Children's literature serves many educational purposes today. Besides being used for entertainment and reading readiness, books are used to sensitize children toward coping with life's problems, developing a positive self-image, recognizing cultural differences, managing change, and experiencing designated areas of skill development. What children read is formative in their lives.[1] Therefore we need to select the best books to use when teaching social studies concepts. The ultimate goal for a primary social studies teacher should be dichotomous reading for knowledge as well as for creating a personal meaning for the reader.

When selecting children's books for young readers, the basic consideration should be in relation to the child's development. Theorists state that children go through recognizable stages of development. Because of that, foremost consideration must be given to how a child will respond to a selected book. Cullinan[2] has developed a guide to story selection based on the age characteristic of several theorist, with particular emphasis on the cognitive development theory of Piaget.

Age Characteristics	Story Characteristics
	Early Primary (Approximately Ages 5 to 7)
Expresses normal fears	Reassuring themes
Develops self-identity	Deals with importance of self
Has rich imaginative life	Presents fantasy believably
Has developed sense of story	Clear plot sequence Predictable plots Surprise endings
Has eye-for-an-eye morality	Shows justice prevailing
Develops power of observation	Gives attention to details
	Primary (Approximately Age 7 to 9)
Recognizes differing points of view	Clear identification of point of view
Develops independence in reading	Some easy-to-read vocabulary
Prefers realism and law-and-order rules	Realistic settings and events
Recognizes existence of multiplicity of meaning	Multiple layers of meaning
Begins to manipulate ideas and actions mentally	Characters with whom to identify
"Conserves," remembers, organizes knowledge	Episodic (longer stories with chapters)

Features of Children's Literature

Children's literature can be defined in many ways. McDowell[3] maintains that good children's books make a complex experience available to its readers. Moreover, they keep within the social, emotional and cognitive development levels of the readers. Some visible differences that set children's books apart from other books are:

Shorter than adult novels
Illustrations are important
Plots are simpler
Emphasis on action
Main characters are children or
Aspects of life which children can readily associate, e.g. animals

Certain general standards can be applied in selecting the best literature for social studies teaching. The following questions need to be asked:

1. Does the book portray children candidly and accurately? Children seek clues about what life holds for them and learn about themselves as in Krensky's The Lion Upstairs or Walters, My Mother Needs Me.
2. Is the book within the child's range of mental processes? When matching stories and the child's level of development, several points of view need to be recognized. Physical development influences attention span and interests. Characteristic of cognitive development is the tremendous increase in concept formation and language development. A story that illustrates cognitive development is Evan's Corner by Elizabeth Hill. Wanting a place of his own in a crowded apartment, Evan fixes his corner which reflects the ideas he encounters in his development. But he is still unhappy. His mother suggests that maybe the corner isn't enough and Evan needs to help somebody else. She allows Evan to discover that he might be happy helping his little brother fix his corner.
3. Does the book support the process of becoming a fully functioning person whose basic needs must be met? Books alone cannot supply the basic needs but literature can provide opportunities for self-identity and understanding self-identity and others. The Happy Dog by Tanaka, a story about the misadventures of a small loveable self-reliant dog, contributes to feelings of success as children satisfy their need for novel experiences. To gain insight into their behavior and that of others, Charlotte's Web is a story where children can identify closely with a character and want to live. Cohen's So What? tells about Jim's

inability to do physical activities as other classmates and his self-esteem drops. Jim isn't popular; he is out of step and shorter than the others in his class. However, he moves toward self-confidence when he finally realizes that "some things are easy for some people and hard for some people. So what?"

4. Does the book avoid perpetuating stereotypes? Recent books for young children provide distinct evidence of gradual change apparent in society, especially in the treatment of sex and race. In William's Doll, a very sensitive grandmother understands William's need for a doll and buys it for him over the objections of William's father who asks why he has a basketball and a train. Grandmother responds with "when he's a father/like you/he ll know how to/take care of his baby. Another timely book that is concerned with the flexibility of the male role model is Max on his way to play baseball who enjoys his sister's ballet class and finds himself intriged with ballet steps.

The range of adult female roles is being evidenced to reflect what women actually do by such books as The Jones, a wordless book in which the mother is a submarine pilot and the father keeps the house. Three other books that illustrate the shift in female roles in society are Klein's Girls Can Be Anything, Goffstein's Two Piano Tuners, and Michael Foreman's All the King's Horses.

One social studies goal relates to respect and appreciation of the diversity of all cultures in our pluralistic society. Books are merely substitutes for first hand experiences, but they can be used to raise the consciousness level of children and intensify their understanding for cultures that are different from their own.

Keats writes and illustrates stories about children who just happen to be black. His books, The Snowy Day, Peter's Chair and Dreams could be about any child in any culture. Arnold's My Sister Tells Me That I'm Black is another book that stresses similarities among cultures from the black experience. Today we find many books that blend characters from different races and ethnic groups with the story centering on school activities and friendship. Cohen's Will I Have a Friend? illustrates the apprehensions of a kindergartener entering school and finds that making friends isn't a very difficult job.

The criteria for identifying children's books should be used in considering books for primary social studies classes. Children should have a wide variety of books from which to select, and teachers should share those quality books which they know have the elements of good children's literature and books which emphasize particular social studies concepts.

Evaluating Books for Primary Social Studies

The traditional criteria by which we evaluate books of fiction can provide a basis for evaluating books for primary social studies. Not all books are excellent in all of the categories. However, strength in one area or another helps the book to be remembered. Furthermore, different types of literature called for additional criteria. In evaluating fiction, we begin with these criteria:

Characterization. The people and animals portrayed in children's books should be convincingly lifelike and real. The credibility of characters depend on the author's ability to show the strengths, weaknesses, and true natures. No child is likely to forget Max's dream of taming the monsters and becoming their leader in Where the Wild Things Are. Children can identify with Max and care about him because most of them have been angry at mother after being punished for misbehaving. Moreover, they realize, as Max does, that they would rather be at home where people love them.

Characters should act and speak in accordance with their culture, age, and background. In today's world it is easy to empathize with Sylvie in her struggles to ride her bicycle. Disgusted she tries to break her bike due to her friends taunts, What's the Matter, Sylvie, Can't You Ride. In the end, she does achieve success. In I Wrote My Name on the Wall, black dialect is used to describe urban life for blacks and Puerto Ricans. Characters should seem alive and children want to know more about them.

Dialogue. Through conversations of the characters, we learn about their thoughts, beliefs, and feelings. We gain insight into what makes the characters tick. Kishida's The Lion and the Bird's Nest illustrates this process dramatically. An old lion too old to chase zebras invites a bird to nest in his crown. JoJo protects the eggs and when they hatch in the spring, the baby birds stay with him and the other animals come out to of the forest in friendship. A welcomed social studies message is that gentleness is as rewarding as power. Insight is gained into JoJo's character and the conversation sets him apart. Schwartz's Bea and Mr. Jones show that while we

may envy others for their lives, given the chance to change, we choose to be ourselves. Bea is fed up with kendergarten and trades places with her father. He exceeds at the lollipop game and is a great help to the teachers while Bea laughs at the boss's jokes and makes up a jungle for a cookie account. Both realize that they are happy in their own niches.

Setting. The setting of a story may be in the past, present, or future, or it can take place in a specific locale. Whenever a period of time or local is presented, it should be represented as authentically as possible. When I Was Young in the Mountains by Rylant chronicles the pleasures of country living, bathing in the kitchen, sharing family times, splashing in the swimming hole. The setting does much to create the mood and theme of the book. The setting is also important in creating mood and credibility. Keats' Clemetina's Cactus uses color and style to illustrate the desert's seven year bloom with extraordinary beauty. After a rainstorm, Clemetina and her desert-rat father watch a barrel cactus burst forth in this wordless book. The Legend of the Bluebonnet's the Old Tale of Texas by DePaulo, is a legend about the origin of Texas, but from a Conache point of view.

Plot. The plot is the plan of action. It answers the following questions: What is exciting in the story to carry the reader along? Most plots in children's books are linear in nature because children lack the maturity to follow several plots and numerous flashbacks. In See You Tomorrow, Charles Miriam Cohen skillfully describes first graders sensitivity to feelings of others. The story begins with the class showing sympathy for their blind classmate. When he is able to lead them out of the dark basement, the class's feelings change to respect. A well constructed plot must be simple enough to follow, but complex enough to hold the reader's interest. In a plot that is logical, young children's sense of security is demonstrated in Say's The Bicycle Man. Two Americans watch Sports Day activities at a Japanese school. Fear of the occupiers is evident in 1946 but is soon dispelled when the black soilder demonstrated his riding ability on a borrowed bike.

Conflict. Conflict is the driving force in a book which makes things happen. The conflict may be physical or mental, but above all, it must be believable, understandable and convincing. Bernice Rabe, in The Balancing Girl, makes a statement about children with special needs. Margaret has braces on her legs and is confined to a wheelchair. The redeeming quality

is how she handles Tommy Perkins who harresses her. King Henry's Palace by Hutchins, describes how King Henry outwits his enemy and turns a bench into a sled.

Theme. Another point for evaluation for books for social studies concepts is theme, the underlying idea, the author's purpose in writing the book. Acceptance of self and others overcoming fear or prejudice, moral dilemmas, and human concerns provide themes for books for young children. The theme should be worthwhile, for children recognize the underlying meanings of a story long before they can verbalize it. The story of Fast Friends appears to be a story about the adventures of Clem, the turtle, and Thomas, the mouse; in reality, Jarnes Stevenson describes friendship and the reward of sharing. Although theme is the major idea of a story, different interpretations by each reader are possible. This point can be brought out through discussion.

Style. Style represents the language of the author. The order and sound of words and how events are sequenced help create the action of the story. Visual images are determined by the choice of the narrative voice, the personal first person, or impersonal third person. When evaluation books, the question to answer is why did the author choose a point of view and how choice contributed to the effectiveness of the story. Oliver Button is a Sissy is told in the third person, which increases the reader's awareness of Oliver's problem with dance and not liking "to do things that boys are supposed to do." The story, Claudia, Where Are You? tells the mothers part of the story in the third person and Claudia's part in the first person.

Huck[4] recommends the acid test of oral reading. Although children are unable to analyze an author's style, they react to it. They recognize immediately what is exciting and what is mundane.

Areas of Social Studies Concentration

Children's literature is an excellent way to introduce social studies concepts and themes to young children. In addition, authorities advocate the use of children's literature to enrich the study of academic studies,[5] to help children gain understanding of self, of others, and of other cultures,[6] and to empart a described value system,[7] and to help children cope with problems and changes.[8]

Teachers should select books that are up to date and which provide accurate information. One example of organizing children's literature for use in primary social studies classes is

1. Area study, which makes use of historical fiction, folklore, biographies, and wordless picture books.
2. Problems approach where children can study through literature specific themes such as ecology, pollution, global community, urban environment, changing lifestyles, and life problems.
3. Fiction that describes life in different countries and world-mindedness. The books give insight into how children live around the world, and, at the same time, provide information about history and geography.[9]

Area Study. When selecting books for area study, basically historical fiction and biographic, three additional criteria should be considered. Are the books consistent with historical evidence? Is the language commensurate with the period and place of the setting? Are the books consistent with the time frame and reflect the values of the periods? Historical fiction and biography add the human dimension to the factual information presented in social studies texts. What counts for young children is the story. They have no or little concept of historical time, and want to see similarities and differences between lives in the story and their own lives.

History for primary children is generally limited to the shaping of American. The basic idea that teacher want to convey is that a great number of events and men contribute to the childs heritage, and that understanding current problems is ofter based in the past. Primary grade teachers also like to transmit a perspective on traditions and rules (beginning concept of law). The following books are suggested for area study.

Weil, Lise, I Christopher Columbus. Atheneum, 1983.
A picture book that describes the life of Columbus from childhood to death.

Wheeler, J.M. First Came the Indians. Atheneum, 1983.
A description of six North American Indian Tribes, their customs, social structure and beliefs.

Gammel, Stephen. Git Along, Old Scudder. Lothrop, 1983.
A picture book about the mountain men.

Gobel, Paul. Star Boy. Bradbury, 1983.
The Blackfeet Indian version of the Sun Dance.

Monjo, F. N. The Secret of the Sachem's Tree. Coward, 1972.
A story based on historical facts, tells how the people hid the Connecticut charter in an oak tree in 1677 to keep it from being returned to England.

Benchley, Nathaniel. George, the Drummer Boy. Harper & Row, 1977.
The American Revolution as described by a young drummer boy.

Hall, Donald. Oxcart Man. Viking Press, 1979.
Description of a New Englander who carts his goods to market and to purchase supplies for the farm.

Stevenson, James. Cully Cully and the Bear. Greenwillow, 1983.
A frontierman spots a bear to shoot. The bear spots him and the chase is on.

Lasky, Kathryn. Sugaring Time. Macmillan, 1983.
The Lacey's own some maple trees. Readers are taken through the complete sugaring process, from the collection of the sap to pouring syrup on pancakes.

Kessell, Joyce K. Squanto and the First Thanksgiving. Carolrhoda, 1983.
The story emphasized the role Squanto played during the first Thanksgiving how he befriends the Pilgrims and taught them survival for the new world.

Other books that are appealing, based on facts and well-researched are:

Lewis, Thomas, P. Clipper Ship. Harper & Row, 1978.
Captain Murdock and his family sail from New York to San Francisco on the Rainbird.

Michael, Barbara. Cornstalks and Cannonballs. Carolrhoda Books, 1981.
The British soilders are outwitted by prople in a small Delaware town who convinced them that hoes and cornstalks are guns.

Nixon, Joan L. If You Say So Claudia. Fredrich Warne, 1980.
A story set in pioneer days, Shirley and Claudia moved from Colorado to Texas to settle.

Turkle, Brinton. Rachel and Obadiah. E. P. Dutton, 1978.
The two youngsters vie with one another to carry the news about the arrival of the Speedwell. An accurate introduction to the Society of Friends. (Other Obadiah picture books are just as delightful.)

Fritz, Jean. George Washington's Breakfast. Coward, 1969.
All you want to know about Washington except what he had for breakfast.

Monjo, F. N. Grandpa and Ellen Aroon. Holt, 1974.
Thomas Jefferson from a child's point of view.

Monjo, F. N. King George's Head was Made of Lead. Coward, 1974.
Events leading to the Revolutionary War told by a statue of George III.

Monjo, F. N. Me and Willie and Pa. Simon, 1978.
Tod Lincoln tells about Abe Lincoln's White House Years.

Problems Approach

Social Studies textbooks focus on realistic perspectives of life for children in the primary grades. Most texts focus on concepts from sociology, psychology and political science, such as self awareness, understanging others, family/peer relationships, and rules. Some other tests add topics dealing with contemporary problems, aging, death, divorce, environment, sterotyping, different life styles, and multicultural understandings. When selecting trade books to accompany the texts or selected topics, they should be books that treat controversial issues honestly and present what is real for children. Consideration must be given to books that will help children increase awareness of self, increase interpersonal skills and communication, treat feelings, create an awareness and understanding of various ethnic groups, and move toward the elimination of stereotyping.[9]

Self. When selecting books to develop self awareness and a positive self-concept, books should center around young people like the reader. Even when picture books, folklore and books of fantasy are used, children should be able to recognize that other children have problems similar to their own, who share the same feelings, anxieties, wishes and troubles. Many books have as their theme the acceptance of a unique self, the importance of being true to oneself, and recognizing change. In Arthur's Nose, Arthur learns to accept himself as he is despite the jeers and teasing of his classmates. The character in Majorie Sharmat's I'm Terrific is a bear who tries to be different until he realizes that he is fine the way he is. Tomie de Poola's Oliver Button is a Sissy shows that one's uniqueness is not always accepted by others, at first, but things can change, and that not succeeding doesn't mean failure with others.

Additional books that help children reflect on their actions and feelings, and help children to understand that each of us is important are:

Duvoisin, Roger. The Importance of Corcus. Kroft, 1981.
A crocodile learns that he too has a special place on the farm.

Brett, Jan. Fritz and the Beautiful Horses. Houghton, 1981.
A shaggy ignored pony becomes a favorite.

Battner, Barbara. Dumb Old Casey Is a Fat Tree. Harper & Row, 1979.
Fat Casey wants to compete with ballet dancers. At the recital, she becomes wiser about herself.

MacDonald, Golden. The Little Island.
There was a little island in the ocean. This story tells of change and growth, and about the animals on the island. The kitten learns from his visit how to be "a part of the world and yet be a world of its own."

Stren, Patti. Sloan and Philamina.
Sloan is an anteater; Philamina is an ant. They meet at the anthill where Sloan is hunting his lunch. Philamina not only saves herself, but finds a whole new life with Sloan and reforms a tribe of anteaters.

Venable, Alan. The Checker Players.
The carpenter and the tinker have different ways of doing things, but they work out a way to cooperate.

Winthrop, Elizabeth. Potbellied Possums.
The reward of love and respect are found by two possums.

Winthrop, Elizabeth. That's Mine.
A boy and a girl learn from having trouble sharing their building blocks.

Facing Problems. Very young children have special problems. In Who's Afraid of the Dark, Crosby Bousall tells of a young boy who has a dog that is afraid of the dark. The dog receives good advice from a little girl and everyone is reassured. Cresent Dragonwagon portrays a small girl with a similar problem who asks, Will It Be Okay? Her mother reassures her. Another problem common to small children is crying after disagreement with his mother. Crybaby by Jacquie Hann tells of a tot who finds it difficult to stop crying after disagreement with his mother. The problem is exacerbated by big brother's teasing. Children have a strong need for love, regardless. Diane Paterson shows that love is reassuring in spite of bad behavior in a colorful illustrated book Wretched Rachel. This picture book is also excellent for self-concept study.

Death. Many problems of young children are associated with the need for family. Books feature families interacting in various situations, and treat themes that children inevitably face, death, divorce, and families differences.

Only recently have books begun to deal with death where young children are concerned. The first books on death used the death of animals as a major theme. Margaret Wise Brown wrote The Dead Bird. Other writers have followed this pattern in Tobi Tobias's Petey, Emily's pet gerbil is dying and she cannot help him. This story treats all aspects of death: denial, anger, grief and acceptance. Her parents are understanding and supportive and help her handle her grief. Judith Viorst's The Tenth Good Thing About Barney show a child remembering about his pet cat that died. Christopher

loses his dog when Badger is struck and killed by a truck in The Accident by Carol Carrich. Parents help him overcome his grief.

Over earlier objectives to this topic, today's books present death as a realistic part of life. Charlotte Zolotow's My Grandson Lew reveals a child's loneliness after the death of his grandfather. He hasn't been told about the death, so Lew is waiting for his grandfather to visit. Finally, his mother explains to Lew why his grandfather won't visit again and they both share the feelings of oneliness. Another book that describes death factually for young children is Joan Fassler's My Grandpa Died Today. Eve Bunting writes of a boy's feelings when the barn which he has associated with his dead mother, burns. In the Big Red Barn, the child is helped to accept the death of his mother by his grandfather.

Additional books that help children cope with death include:

Harris, Audrey. Why Did He Die. Lerner, 1965.
Bartoli, Jennifer. Nonna. Harvey House, 1975.
Miles, Meska. Annie and the Old One. Little Brown, 1971.
Hooper, Lyn L. Nana. Harper & Row, 1981.
Janell, Nancy. Time for Uncle Joe. Harper & Row, 1981.
Madler, Trudy. Why Did Grandma Die. Raintree Childrens Books, 1980.
Stevens, Margaret. When Grandpa Died. Childrens, 1979.

Divorce. A surprising number of books deal with the problem of divorce, step-parents and single parent households. These topics are handled very sensitively in several books. In Dennis Fradlin's Bad Luck Tony, Tony lives with his divorced mother and wants his visiting grandfather to stay longer. Two Homes for Lynn by June Noble is a realistic story about six year old Lynn whose parents are divorced. She shares both homes, but finds it difficult to cope with her angry and hurt feelings. Divorce tend to make children feel that they are different. In Jeanette Caines' Daddy, no bitterness is shown in Wendy's relationship with her weekend visits with her father. Adjusting to a step-parent is the theme of Judith Vigna's She's Not My Real Mother. Miles refuses to accept his stepmother until she rescues him when he gets lost. Another book that portrays a special sensitivity to the problems is Where Do I Fit In? by June Noble. John must cope with a stepfather, an additional set of grandparents, and his mother's pregnancy.

Other books that describe children's pain, suffering and adjustment caused by divorce and separation of parents are:

Hazen, Barbara. Two Homes To Live In. Human Science Press, 1983.
Anderson, Penny. A Pretty Good Team. Children's World, 1979.

Goff, Beth. Where Is Daddy? Beacon Press, 1969.
Helmering, Doris W. I Have Two Families. Abingdon, 1981.
Kindred, Wendy. Lucky Wilma. Dial, 1973.
Lisher, Sonia and Dean, Leigh. Two Special Cards. Harcourt Brace, 1976.
Mann, Peggy. My Dad Lives in a Downtown Motel. Doubleday, 1973.
Thomas, Ianthe, Eliza's Daddy. Harcourt Brace, 1976.
Vigna, Judith. Daddy's New Baby. A. Whitman, 1982.

Worldmindedness. Few books are written on the primary level that describe life in other countries and that help children respect and appreciate the diversity of cultures in our pluralistic society. In helping young children appreciate other cultures and their own cultures, folklore is often used. Gerald McDermott lends perception to African culture and Native American culture in his Anarisi the Spider: A Tale from Ashnti and Arrow to the Sun. The first book describes how the moon came to be in the sky; the second is a Pueblo story of the coming of the spark of life to earth. The Dream Eater by Christian Garrision, a story based on Japanese legend is an account of Yukio and his experience with a bad dream. The Stone Cutter by Gerald McDermott is another Japanese folklore that can be used to interpret Japanese values and lifestyles.

Books from contemporary fiction and fantasy can also be used to reinforce global perspectives. Eloise Greenfield's African Dream is a lovely fantasy describing Africa, its rich life and cultures through a child's dream. Another similar book that permits the reader to see Africa through a child's eye is I Am Eyes by Leila Ward. Where Children Live by Thomas Allen depicts home environment from different cultures throughout the world. Anita Harper's How We Live is a primer that presents diverse life styles and situations, as does Dorka Raynor's My Friends Live in Many Places. In Peter Larson's Boy of Nepal, children can identify similarities and differences in family and ways of life in Vishni's mountain home. More currently, Maurine Warski's A Boat to Nowhere tells vividly the adventures of Vietnamese "boat people."

Other books simplify the more difficult realization that we face problems of pollution, food shortages, overpopulation, energy depletion and deprivation of human rights. Dare Wright's Edith and Little Bear Lend a Hand brings to life how a child resolved the problem of littered streets. Who Cares? I Do by Munro Leaf shows children that anyone can save our land from destructive pollution and litter. Ron Wegan's Where Can The Animals Go? help children see the plight of animals in Africa who are endangered by

poachers. polluted streams and disappearing grasslands. War and Peas by Michael Foreman is a delightful story about shortage and deprivation of human rights. A starving protagonist from the animal kingdom confronts his greedy warlike neighbor to ask for food. The rich caloric food surplus makes a brilliant contrast against the barren land of the starving kindgom.

Additional books that contribute to teaching global community concepts are:

Foreman, Michael. Dinosaurs and All That Rubbish. Puffin, 1974.
Campbell, Maria. Little Badger and the Fire Spirit.
Jennings, Gary. The Earth Book.
Shulevitz, Uri. The Lost Kingdom of Karmica.
Bernstein, Margery. The First Morning: An African Myth. Scribner, 1976.
Raynor, Dorka. My Friends Live In Many Places. Whitman. 1980.
Shachtman, Tom. Growing Up Masai. Macmillian, 1981.
Chrisman, Arthur. Shen of the Sea. Dulton, 1968.
Bales, Carol Ann. Chinatown Sunday. Reilly and Lee, 1973.

Summary

Children's literature provides that aspect of insight into social studies concepts that broaden children's limited experiences and teach them more about themselves, others, heritage, and world community. Selection of specific books help children see themselves in broadening social relationships and social responsibility, and as an integral part of their immediate environment and global community.

Whatever books are selected to teach social studies, two points should be kept in mind. Books should help children learn about the extension of self-respect to respect for others and learn about social injustice in a manner that is not frightening or intimidating. Books should provide opportunities for children's involvement in concern for the welfare of others and facilitate their response to goodness and decency.

The second point is that selected books should help children maintain their zest for life and the determination that they can tackle problems successfully. Books should have qualities that make them worth reading when presenting these challenges. The use of children's literature not only provides enjoyment for youngsters but helps to develop imagination and insight into human behavior. Of more importance than using a book to teach only certain concepts is the opportunity books provide to develop children's ability to handle basic operations that are associated with thinking. Exposing children to the wealth of books has the potential to become a part of their growth and maturing. In addition, books in primary social studies classes can be used as springboards for enrichment activities that enhance

the teaching of specific concepts. Maximum use of children's literature should be considered as a major resource to accomplish social studies objetives.

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Area Study

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